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ABSTRACT

This document is intended to provide Maryland's public schools with the information needed to initiate and pursue Maryland State Department of Education (MSDE) certification of their prekindergarten programs. After a brief introduction in section I, section II addresses the certification process in terms of definition, overview, and steps in pursuing certification. A description is provided of each of the six steps involved in the certification process, including the internal program review steps of orientation, self-appraisal, and program improvement, and the external program review steps of documentation, validation, and certification. Section III differentiates MSDE certification and National Association for the Education of Young Children (NAEYC) accreditation, while section IV describes the role of MSDE in the certification and accreditation process. The document also provides the prekindergarten standards in the form of an assessment instrument, so that schools can weigh the quality of their prekindergarten programs against MSDE's Standards for Implementing Quality Prekindergarten Education. Five appendices provide a statement of philosophy;, the self-appraisal instrument, a self-appraisal summary sheet, a form for verifying a validation visit, and a table correlating MSDE prekindergarten standards and NAEYC criteria. Citations number 85. (RH)

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STANDARDS FOR IMPLEMENTING QUALITY PREKINDERGARTEN EDUCATION:

Guide To Certification

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Language Improvement and Early Learning Branch
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Maryland State Department of Education

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FOREWORD

As public schools become a major provider of early childhood education and child care they can expect more and more scrutiny. It is, therefore, incumbent upon us to ensure that our prekindergarten education programs fully enhance the total development of all children and that they do so in developmentally appropriate ways.

Public school prekindergarten program providers must believe that all children are capable of learning and learn best through methods and in environments that respect their individual development, developmental characteristics, and interests. Program staff must also subscribe to the idea that the best learning environment for young children is one that is safe, interesting, and exciting, and provides opportunities for children to learn through play. An integrated program in which learning occurs through a balance of independent projects in learning centers and adult-facilitated activities creates just such an environment.

A major determinant of the quality of an early childhood program is the degree to which the program is responsive to the developmental characteristics of young children. The standards detailed herein offer clear and direct statements for ensuring that prekindergarten programs are developmentally appropriate and that school staff create learning environments for four-year-olds that are productive, effective, and long-lasting in positive outcomes.

These standards are intended to bring useful information to those in the process of creating developmentally appropriate prekindergarten programs. However, true success will only occur if this document is utilized by administrators in planning, monitoring, and evaluating programs and by program staff in implementing programs that model the enthusiasm young children have for learning. I believe it will be an invaluable resource to anyone responsible for the education of young children.

The need to provide high quality early childhood education has never been more pressing. Research has just begun to show that only high quality programs have a positive long-term impact on children's total development. As teachers, school administrators, parents, and other program providers throughout the state work together to meet the challenge of building quality programs, I am confident that their commitment, expertise, and constant concern will pay off in enriched childhoods and improved life chances for all of Maryland's four-year-olds.

Joseph L. Shilling
State Superintendent of Schools

ACKNOWLEDGMENTS

This project was carried out under the leadership of JoAnne Carter, Chief of the Early Learning Section. The Maryland State Department of Education offers its sincere appreciation to the members of the Prekindergarten Standards Committee and Prekindergarten Standards Revision Committee who, since 1985, have so willingly contributed their time and expertise to help develop this document. Particular gratitude is extended to Ginger A. Eckroade, Chairperson, who coordinated and guided the work of the committees, and to Susan Davis and Terrie Voelker who spent endless hours typing and revising the manuscript.

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I. INTRODUCTION

Public school prekindergarten programs are intended to bestow immediate and long term benefits to their participants. Recent research by Weikart and Schweinhart suggests that only programs that are of high quality can result in long-term benefits. High quality programs have seven elements in common. These are:

- efficient program administration;
- use of a developmentally appropriate curriculum;
- ongoing staff development;
- close and continuous home-school cooperation;
- systematic evaluation;
- continuity of learning through the primary grades; and
- collaboration among child care and early childhood education providers to ensure smooth transitions for children as they move from one program to another.

On a program-by-program basis, the seven elements of quality are manifested differently depending on the needs and characteristics of the children and families being served and the resources available to and characteristics of the program staff. This variation in implementation style, which is critical to the provision of a quality program, nullifies the notion of "one best way." High quality programs are as different as they are alike.

Although developing and maintaining high quality prekindergarten programs is everyone's responsibility, differences in the way programs are implemented precludes their being effectively evaluated from the "top down". No one knows a program better or should be better able to account for the way it is being implemented than its implementers. Therefore, no one is in a better position to appraise and improve a program's quality than its staff. High quality programs are more likely to be developed and maintained when school staff have control over the evaluation process.

The purpose of the Maryland State Department of Education certification process is to improve public school prekindergarten programs and to promote quality within diversity by engaging local school staff in a voluntary and systematic processs of self-appraisal and program improvement. This document is intended to provide schools with the information needed to initiate and pursue certification. It describes each of the six steps involved in the certification process including orientation, self-appraisal, program improvement, documentation, validation, and certification. It also provides the prekindergarten standards in the form of an assessment instrument so that schools can weigh the quality of their prekindergarten programs against MSDE's Standards For Quality Implementing Prekindergarten Education.

Schools whose prekindergarten programs attain the goal of certification demonstrate their commitment to excellence in early childhood education. Staff in those schools receive statewide recognition for their hard work and dedication. However, their greatest reward comes from the children themselves. As prekindergarten graduates progress through school with confidence, pride, and success, their achievements will reflect many times over on the program that paved their way.

II. THE CERTIFICATION PROCESS

DEFINITION

Certification is the process through which school staff, with support from central office personnel and the Maryland State Department of Education (MSDE), assess and modify their prekindergarten program and subject it to external review in order to meet and publicly confirm that their program meets state standards for public school prekindergartens as they are outlined in the document, *Standards For Implementing Quality Prekindergarten Education* (MSDE, 1988). Certification is a voluntary process in which the impetus for attaining excellence in early childhood programming begins with the local school.

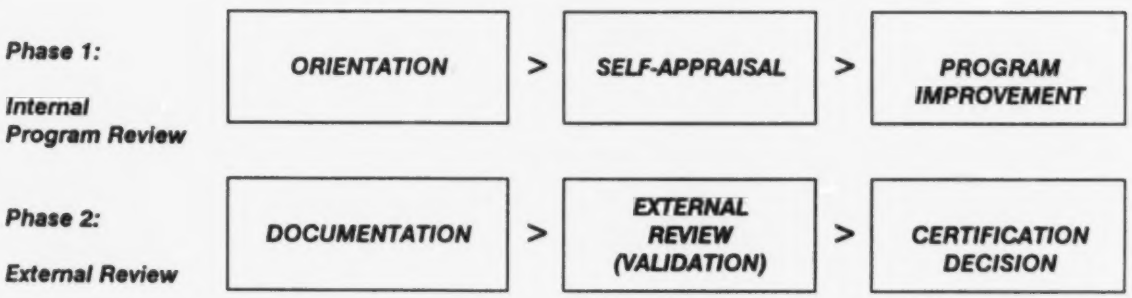
OVERVIEW

Chart 1 below indicates that the certification process has two phases. The first phase, which is internal to the school and/or school system, consists of self-assessment. The outcome of self-assessment is change. During the self-assessment phase, decisions about the nature and extent of program changes are made by the school team. A school may conduct a self-appraisal and implement program changes without ever pursuing Phase 2.

The second phase of the certification process consists of an on-site program review by a validator from outside the school system and a review of the findings from the school's self-appraisal and validator's appraisal by a committee comprised of MSDE representatives. The role of the validator is to confirm that a program is as it has been described in the school's self-appraisal. The role of the committee is to determine whether the program meets state standards of quality. Phase 2, while not required, enables a school to be formally recognized for its commitment to providing programs for young children that are of the highest possible quality.

CHART 1

THE CERTIFICATION PROCESS



HOW TO PURSUE CERTIFICATION

Phase 1. Internal Program Review

STEP 1

In the fall of each school year, the Maryland State Department of Education conducts a half-day training session to orient interested school staff to the certification process. During the training session critical components of the process and the self-appraisal instrument and rating system are introduced. School staff's questions and concerns are addressed. Schools have ten working days following Orientation to notify MSDE of their intent to formally pursue certification that school year.

School staff who are interested in attending the Orientation session should notify the early childhood supervisor in their local school system. Attendance is not required in order to pursue certification. A school may decide to work through the processs on its own. When this happens, the school should contact the Maryland State Department of Education in order to obtain the necessary self-appraisal materials.

STEP 2

Self-appraisal begins when the school identifies its self-assessment team and ends when the team reaches consensus on the program's current level of quality. In-between, team members work alone and together to assess the program against each standard of quality that is delineated in the Self-Appraisal Instrument (see Appendix B).

Each school decides who will serve on its self-appraisal team. Team membership should include a school administrator (the principal or assistant principal), the prekindergarten teacher and assistant, a primary grade teacher, and the program supervisor. It may also include other persons who participate in the implementation of the primary grade program, for example, a parent, reading resource teacher, or parent worker. Each person on the self-appraisal team has equal status in terms of rating the prekindergarten program's quality.

The self-appraisal team uses the Prekindergarten Standards' Self-Appraisal Instrument to assess the program. The Self-Appraisal Instrument identifies eighteen standards in seven categories that work in concert to create a high quality program. Chart 2 lists the seven critical categories of quality by code and shows the number and code of the standards that must be met under each category.

CHART 2

CRITICAL CATEGORIES OF QUALITY

IN PUBLIC SCHOOL PREKINDERGARTEN PROGRAMS

		Standards	
Category	Category Code	No.	Code
Program Administration	1.0	3	1.1-1.3
Prekindergarten Program Operation	2.0	10	2.1-2.10
Home-School Cooperation	3.0	1	3.1
Staff Development	4.0	1	4.1
Continuity of Learning PreK-Grade 1	5.0	1	5.1
Program Accountability	6.0	1	6.1
Comprehensive Programming	7.0	1	7.1

Chart 2 indicates that over half of the prekindergarten standards fall into the "Program Operation" category. Children's daily school experiences are the "bottom line" of quality in all programs. A program that satisfactorily addresses all other critical categories but fails to provide thoughtfully planned and developmentally appropriate experiences for children each and every day cannot be determined to be of high quality under any circumstances.

Each prekindergarten standard has a set of indicators that concretely describes what should be happening if it is being met. Almost all of the indicators are policies and practices that are observable in the classroom or through a review of written materials. Chart 3 shows the number of indicators for each standard and the indicator coding system.

CHART 3
THE PREKINDERGARTEN
STANDARDS AND THE INDICATORS

Sub-Category	*Standard*	*Indicators*	
		No.	*Code*
Program Philosophy	1.1	3	1.1.1-1.1.3
Program Personnel	1.2	6	1.2.1-1.2.6
Prekindergarten Program Policies	1.3	10	1.3.1-1.3.10
Curriculum	2.1	9	2.1.1-2.1.9
Assessment	2.2	10	2.2.1-2.2.10
Learning Process	2.8	9	2.3.1-2.3.9
Questioning Strategies	2.4	5	2.4.1-2.4.5
Language and Literacy	2.5	13	2.5.1-2.5.13
Science, Social Studies, and Mathematics	2.6	11	2.6.1-2.6.11
Psychomotor and the Arts	2.7	11	2.7.1-2.7.11
Self-Concept and Socialization	2.8	6	2.8.1-2.8.6
Physical Environment	2.9	8	2.9.1-2.9.8
Health and Safety	2.10	13	2.10.1-2.10.13
Home-School Cooperation	3.1	8	3.11-3.1.8
Staff Development	4.1	6	4.1.1-4.1.6
Continuity of Learning	5.1	11	5.1.1-5.1.11
Accountability	6.1	7	6.1.1-6.1.7
Comprehensive Programming	7.1	9	7.1.1-7.1.9

Chart 4 reveals that the indicators for each standard are rated using a three-item scale. "Not Met" means that there is insufficient observable evidence to conclude that the indicator describes the program. "Partially Met" means that there is some observable evidence to conclude that the indicator describes the program. An indicator rated "Fully Met" can be matched to an abundance of observable evidence.

CHART 4

INDICATOR RATING SYSTEM

Not Met	*Partially Met*	*Fully Met*	
O	O	O	*School* _____
			_____
			_____
			Validator _____
			_____
			_____

In some cases an indicator may be met but not as written. Under such circumstances the method that is being used to meet the indicator should be briefly described in the "Comment" section next to the indicator rating scale. Comments are also required when an indicator is rated "Not Met".

During the self-appraisal stage of the certification process, the self-appraisal team rates the prekindergarten program on the indicators for each standard. Activities involved in conducting the self-appraisal include:

- At least two members of the self-appraisal team observe in the prekindergarten classroom and independently rate the program on the indicators for standards 2.1-2.10. The observations may occur simultaneously or at different times.
- The prekindergarten teacher and assistant work together to rate the program on the indicators for standards 2.1-2.10 and, also, complete the Learning Centers Materials and Supplies Checklist.
- All persons who rated the program on the indicators for standards 2.1-2.10 meet to discuss their findings. They agree on a common rating for each indicator.
- The total self-appraisal team meets to rate the program on the indicators for standards 1.1-1.3 and 3.1-7.1. In the course of their discussions, team members identify what concrete data is available to support their ratings.

STEP 3

Program improvement begins when the self-appraisal team analyzes the results of its self-appraisal and identifies its program's strengths and weaknesses. The Self-Appraisal Summary Sheet (Appendix C)

enables the team to do this at a glance. In order to complete it, the number of indicators for each standard that are "Not Met", "Partially Met" and "Fully Met" is recorded in Column I. Then the number of indicators rated "Fully Met" is divided by the total number of indicators to identify the level at which each standard is met. The results are recorded in Column II.

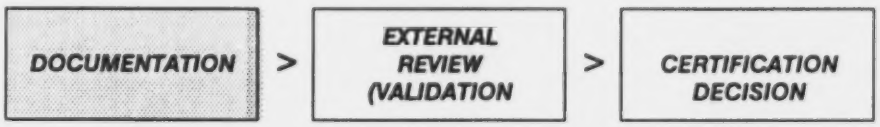
There is no hard and fast criterion for determining whether a standard is met at an acceptable level. Generally, most indicators have to be fully met in order to conclude that a standard is being met. Likewise, most standards have to be met in order to conclude that the program is of high quality. Beyond these two rules-of-thumb, decisions about levels of quality are left up to each self-appraisal team.

Once the self-appraisal team has analyzed and discussed the results of its self-appraisal, it decides which standards it will work to improve. It records its decisions in Column III of the Self-Appraisal Summary Sheet. It then develops specific strategies for program modification. When deciding what it will do to improve its prekindergarten program, the self-appraisal must realize that:

- change is a collaborative process between school staff who implement the program and central office personnel who administer the program. Some standards require central office action and lie outside the school's purview. Therefore, school and central office staff must work together to build a high quality program.
- change requires time and realism. Not everything can be changed at once, nor can everything be changed overnight. Some things cannot realistically be changed at all. Meeting the standards does not require 100 percent compliance with all the indicators. There is no such thing as a perfect program -- only a program that is the best that it can realistically be.

The program improvement stage comes to an end when changes are put into place. After a reasonable amount of time, the self-appraisal team re-assesses the program in those areas in which it implemented changes and makes decision about pursuing subsequent steps of the certification process. Although there are no limits on the amount of time a school has to complete the first phase, most schools do so in about four to five months.

Phase 2. External Program Review



STEP 4

In order to initiate Phase 2 of the certification process, the self-appraisal team agrees on a final rating for each indicator and completes a final copy of the Self-Appraisal Instrument. When doing so, the team must provide written comments for any indicator rated "Not Met". During the documentation stage, the self-appraisal team compiles and organizes written material that can be used as one source of justification for its program ratings. Chart 5 identifies the only written documentation a school is required to provide. A photograph album of prekindergarten program activities and/or a daily journal written with input from the prekindergarten children provide a great deal of insight into the program over time. They are recommended, but not required.

CHART 5

REQUIRED DOCUMENTATION BY INDICATOR

Indicator	*Documentation*
1.1.1	School system program philosophy including that for home-school cooperation
1.2.2-1.2.3, 1.3.9	Dates, methods
1.3.1	Recruitment policy
1.3.4	Attendance policy
1.3.5, 2.1.8, 2.1.9	Prekindergarten schedule
1.3.10	Dates, methods
2.1.1-2.1.3	Prekindergarten curriculum
2.1.5, 2.4-2.8, 2.10.9	The whole plan book
2.2.4	Sample with child's name removed
2.2.6-2.2.8	Test, date, population
2.3.12	Example of procedure
2.3.15	Example of the recordkeeping system
2.10.10	Sample with child's name removed
2.10.11	Method
2.10.12	Procedures
3.1.1	Samples of information
3.1.2	Parent participation log
3.1.4-3.1.5	Parent involvement activities
3.1.6-3.1.7	Samples/methods
3.1.8	Methods
4.1.2	Agendas
4.1.3-4.1.4	Dates, location, topic
4.1.5	Dates, location, topic
5.1.1	Previous year retention rate for kindergarten and first grade
5.1.2	Curriculum guides, kindergarten and first grade
5.1.9	Examples
5.1.10	Dates, location, topic
6.1.6	Evaluation results; written report, if available
7.1.1-7.12	Lists
7.1.5	Dates, procedures, methods
7.1.6	Transition Form

The self-appraisal team decides on the method it will use to organize its documentation. When doing so, it should take into consideration the fact that the validator will only have about one hour to examine it. Organizing the material by category, standard, and indicator expedites its thorough review. However, no one system is recommended or required.

Documenting program quality should not detract from the critical focus on implementing the seven elements of quality. Under no circumstances should it slow down the certification process or require an inordinate investment of staff time. This can be avoided if the self-appraisal team keeps in mind that the review of written documentation will be only one of three methods used by the validator to verify program quality.

STEP 5

Validation is the external review process by means of which the accuracy of a school's self-appraisal is verified. It consists of a one-day visit by an early childhood professional with public school experience who is employed outside the school system in which the program to be evaluated is located. Most validators are supervisors, principals, and/or resource teachers who have already participated in the certification process.

In order to initiate a validation visit, the self-appraisal team does two things. First, it forwards its completed Self-Appraisal Instrument with the Prekindergarten Program Information Form to the Early Learning Section, Division of Instruction, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201. Secondly, the self-appraisal team decides upon and provides MSDE with three possible dates for the validation visit. It may do so by telephone or in writing, but there must be at least 30 days between the time MSDE receives the Self-Appraisal Instrument and the first possible date identified for the validation visit. A final date is decided upon by MSDE in consultation with the school principal.

In most cases, there is one validator per prekindergarten classroom. Thus a school with one prekindergarten teacher and two prekindergarten sessions would receive one validator. MSDE assumes the validator's travel expenses. The school may, but is not required to, provide lunch.

Validators do not evaluate the program. They verify the accuracy of a school's ratings on its Self-Appraisal Instrument by:

- observing in the prekindergarten classroom;
- walking through kindergarten and first grade classrooms;
- reviewing written documentation; and
- interviewing the prekindergarten staff and school principal.

A typical day in the life of a validator is quite full. Chart 5 gives a general idea of how it might proceed. The validator arrives about 45 minutes before the beginning of the first prekindergarten session and leaves after discussing with relevant staff those indicators that the validator rated differently. In-between (s)he interviews the prekindergarten teacher and principal, reviews written documentation, and walks through kindergarten and first grade classrooms. (S)he may also observe part of the second prekindergarten session. The validator is required to observe a full prekindergarten session but not necessarily all at one time.

CHART 5
THE VALIDATION VISIT
SAMPLE TIMELINE

Time	Validator's Activity
8:00 AM	Arrival. Meet program staff, tour the school, and provide the principal with an overview of his or her plans for the day.
8:45 AM	Prekindergarten program observation beginning with the arrival of the children.
10:45 AM	Review written documentation.
12:00 PM	Lunch.
12:30 PM	Walk through kindergarten and first grade classrooms.
1:15 PM	Interview the principal in order to obtain information about indicators that could not be rated through observation and/or review of written documentation.
1:45 PM	Prekindergarten program observation ending when the children are on buses and/or have been picked up.
2:30 PM	Interview prekindergarten teacher to clarify observations.
2:45 PM	Complete ratings. Meet with the principal to share information about differences in ratings.
4:15 PM	Complete the Validation Process Verification Form.
4:30 PM	Departure.

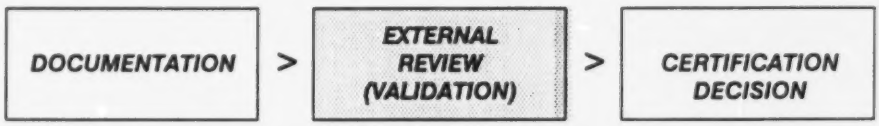
During the validation visit, the validator rates the prekindergarten program using the Self-Appraisal Instrument submitted by the school to the Maryland State Department of Education. Differences in ratings, whether higher or lower, are shared with the principal and other members of the self-appraisal team who participate in the exit conference. The validator is required to provide both a written and oral rationale for his or her rating, but cannot change it. (S)he must record the principal's comments about the rationale behind the school's rating. Any indicator the validator rates "Not Met" must be supported by written comments.

The exit conference ends when the principal and validator complete the Validation Visit Verification Form (Appendix D). This form is intended to ensure that each segment of the visit was conducted according to procedure. Once signed, the validity of the visit cannot be challenged. Therefore, the principal should read each section of the form carefully before signing it. The principal should not put his or her initials next to any segment of the visit that did not take place as described. Rather (s)he should notify MSDE about his or her concerns within 24 hours.

The validation visit provides a school with the opportunity to have an outsider confirm the quality of its prekindergarten program. This can only happen if the visit is conducted in a spirit of openness and colle-

giality. School staff should take their cues from the validator and provide assistance when requested, but, also give the validator the freedom (s)he needs to discover the program's many strengths. Other guidelines for school staff include:

- Provide a quiet place where the validator can review written documentation without interruption;
- Be prepared to provide additional documentation if available and requested;
- Refrain from observing in the prekindergarten classroom with the validator;
- Refrain from accompanying the validator on his or her walk through kindergarten and first grade classrooms unless asked to do so;
- To the extent possible, accommodate relevant staff schedules to that of the validator's;
- Refrain from questioning, challenging, or debating the validator's ratings. Provide the school's point of view and leave it at that;
- View the visit as an opportunity for sharing and learning. Refrain from making any changes in the usual routines of the school or prekindergarten program day;
- Notify all staff about the visit before it occurs.



STEP 6

When the validation visit has ended, the validator returns the school's Self-Appraisal Instrument, with his or her ratings added, to MSDE. The Maryland State Department of Education removes all identifying information and sends it to the Certification Decision Committee member who will lead the discussion about the program. This begins the last stage of the certification process. In this stage, an independent committee determines if the program meets state standards for public school prekindergarten education programs.

The certification decision is made by a three-member committee comprised of educators who have experience in administering or implementing public school prekindergarten programs. Most of the time, committee members include a prekindergarten teacher and principal from schools with certified prekindergarten programs, and a supervisor or support teacher. Each of the three individuals represents a different school system within the state, but not one in which the program being considered is located.

The Certification Decision Committee uses professional judgment and the ratings and comments provided by the school's self-appraisal team and validator to make its decision. It weighs the school's ratings and comments against the validator's ratings and comments and uses both to form a picture of how each category of quality and the total program is being implemented. Written comments are extremely useful in helping the committee add details to its picture. Ratings and comments in the Prekindergarten Program Operation and Continuity of Learning categories are given highest priority.

The Certification Decision Committee makes one of three decisions. The decisions and their implications are summarized below:

DECISION 1: The prekindergarten program meets the standards of quality established by the Maryland State Department of Education.

Implication: *The prekindergarten program is certified for a period of three years barring the development of any unusual circumstances that alter its quality.*

DECISION 2: The prekindergarten program meets many of the standards of quality established by the Maryland State Department of Education. However, its certification is conditional, pending the implementation of the program modifications specified.

Implication: *The school and/or school system has a time period not to exceed 10 school months to rectify the area(s) of concern. Certification is formally awarded when a state specialist verifies that the modifications have been made. Any school or school system that does not within the period specified by the Decision Committee rectify the area(s) of concern or arrange for a visit by a state specialist to verify program modifications will not continue to be certified. In order to receive certification, it must repeat the entire certification process.*

DECISION 3: The prekindergarten program does not meet the standards of quality established by the Maryland State Department of Education.

Implication: *The program is not certified. In order to receive certification the school must repeat the process beginning with self-appraisal. During the program improvement stage, the self-appraisal team should address those program weaknesses that resulted in non-certification.*

The Certification Decision Committee meets within thirty (30) days of a school's validation visit. A school is notified of the committee's decision within sixty (60) days of its validation visit. The certification period is for three years contingent upon the school's continued provision of a high quality prekindergarten program.

Certification enables schools to receive recognition for their hard work and commitment to excellence in providing programs for young children. A school whose prekindergarten program is certified should contact the local newspaper so that the general public can be informed of its special status. Staff in schools with certified programs qualify to participate in any of the following MSDE-sponsored activities:

- To serve as a part of the Maryland State Department of Education's Early Learning Support Network;
- To serve as validators and Certification Decision Committee members; and
- To participate in special projects sponsored by MSDE.

III. MSDE CERTIFICATION AND NAEYC ACCREDITATION

Certification and accreditation are similar processes initiated by different agencies. Accreditation is the process whereby a program voluntarily pursues self study, program improvement, and external program review in order to meet and publicly confirm that it meets criteria of quality established by the National Association for the Education of Young Children (NAEYC). NAEYC accreditation is a national effort to promote quality in any type of group program for young children, including day care, Head Start and private nursery schools. The NAEYC accreditation process and MSDE certification process parallel each other. With the exception of the orientation stage, the steps involved in seeking accreditation are the same as those involved in pursuing certification.

The major difference between accreditation and certification is in the criteria used as the measure of quality. NAEYC criteria are intended to assess quality in any type of program for infants, toddlers, and preschoolers. As such, they address the elements of quality that should be common to all early childhood programs. In contrast, MSDE standards are intended to assess quality in programs for four-year-olds that are provided by the public schools and have an educational focus. As such, they address the elements of quality that are critical to early childhood education programs.

Although differing in focus, the NAEYC criteria and MSDE standards have a great deal of overlap. The correlation between them is provided in Appendix E. The major differences between them are as follows:

- The standards are more specific in delineating appropriate methods in content areas, for example, language and literacy, mathematics, science, and the arts.
- The standards attend to continuity of learning or what happens to prekindergarten children as they move to kindergarten and first grade. NAEYC criteria do not.
- The standards attend to comprehensive programming or what happens to children before they come to and after they leave prekindergarten each day. NAEYC criteria do not.
- NAEYC criteria are far more specific in delineating acceptable standards for health and safety.

NAEYC accreditation enables a school to demonstrate that its program meets the criteria of quality that are common to all early childhood programs and receive national recognition for doing so. Because of this, and the fact that the accreditation and certification processes are so similar, the MSDE encourages schools to pursue both simultaneously. In an effort to support schools that are seeking to have their prekindergarten program both accredited and certified, the Maryland State Department of Education:

- assumes all expenses related to a school's participation in NAEYC accreditation. This amounts to about $350.00 per prekindergarten program;
- provides, as part of the orientation session, an introduction to the NAEYC criteria and accreditation materials;
- provides technical support to schools during the self-study (self-appraisal) stage; and
- works closely with NAEYC in scheduling the validation visit, assigning validators who are sensitive to public school realities, and in interpreting public school policies.

A school that is interested in pursuing NAEYC accreditation and MSDE certification should contact the early childhood supervisor in its local school system and/or the Early Learning Section Chief, Division of Instruction, Maryland State Department of Education (telephone 333-2312).

IV. THE ROLE OF THE MARYLAND STATE DEPARTMENT OF EDUCATION

The Maryland State Department of Education serves in a facilitating and support capacity to schools that are pursuing certification or both certification and accreditation. In this capacity, MSDE staff clarify and explain procedures, provide another perspective on program quality, make recommendations for program improvement, and/or arrange for self-appraisal team members to visit already certified programs. MSDE staff cannot participate as members of a school's self-appraisal team.

Certification is a collaborative process in which the relationship between the local school and MSDE staff is collegial. Any input that MSDE staff provide should be afforded the same status as that provided by any member of the self-appraisal team. The self-appraisal team should consider recommendations offered by MSDE staff, but the extent to which it acts on them is its own decision.

During the time that a school is involved in certification and/or certification and accreditation, MSDE provides as much support as is needed or requested whenever it is needed or requested. Whether or not MSDE is used as a resource is the self-appraisal team's decision. However, MSDE staff must conduct an informal program review before any validation visit takes place.

MSDE's informal program review is scheduled at the school's convenience. It may take place while the school is in the process of self-appraisal or when program modifications have been implemented. The purpose of the visit is twofold: to provide on external perspective on the quality of the prekindergarten program, and to enable the school to experience a simulated validation visit before the real one takes place.

During the visit, MSDE staff observe a full prekindergarten session. Following the observation they rate the program on the standards in the "Prekindergarten Program Operation" category. They may also request documentation for and rate the program on standards in other categories. Once they have completed their ratings, MSDE staff share the results with the principal and other members of the self-appraisal team. Unlike what a validator would do, MSDE staff make recommendations for program improvement and indicate to school staff whether they think the program is ready to proceed with validation.

In its commitment to helping schools establish and maintain high quality learning programs, the Maryland State Department of Education works with local schools and school systems even before they initiate the certification-accreditation processes. Department staff may assist with curricular revisions, help identify effective strategies for home-school cooperation, provide input into program evaluation designs, recommend appropriate assessment methods and instruments, suggest ways to promote continuity of learning, and offer models for developing comprehensive early childhood education and child care programs. The nature of the support MSDE provides is a local school system and/or school decision.

APPENDIX A

PREKINDERGARTEN STANDARDS' PHILOSOPHY

PHILOSOPHY

Development is the dynamic, continuous and inside-out process of growing through predictable stages of maturity in uneven patterns or rhythms. In the process of development, the intellectual, physical, and emotional aspects of the child are inextricably interwoven and cannot be promoted in isolation from one another. Development, therefore, expands the whole child, not parts of the child piece by piece.

Each child is a unique individual with his own history, personality, ways of learning, strengths, interests, and needs. Each child is also a part of a social network that includes family, community, nation, and world. As the child, as a unique individual, interacts in the cultures of his social milieu, the course of his development is molded and cast.

The beliefs children hold about themselves are powerful determinants of the directions in which they develop. Persons who share in the child's development must continuously affirm and re-affirm his worth and dignity as a unique individual. So also must they accept and acknowledge the value and integrity of the child's family and culture.

Young children are active and spontaneous, creative and curious. They are capable of self-direction. The inner forces of development drive them to learn. Play is a primary means by which they learn how to learn. As children research and adventure into their expanding environments, play promotes their development.

Young children are problem solvers in quest of meaning. Their learning is continuous, not limited by persons, places, or time. Their learning is integrated, not compartmentalized, and holistic, not fragmented by domain. Children's learning is most meaningful when it is concrete, active, and experiential. Children's learning is most relevant when it stems from their own interests and relates to their own life's experiences.

The purpose of the prekindergarten program is to educate the whole child in ways that are appropriate to his level of development and sensitive to his individual characteristics. The program should help children acquire a positive self-image and find joy in learning. It should extend their emerging competencies as thinkers and communicators and encourage their independence and decisionmaking. The program should nurture and promote each child's uniqueness as an individual with particular strengths, interests, and preferences, and begin to help each child grow into the "life and likenesses" of the society of which s(he) forms a part.

The prekindergarten program should provide for each child's present needs while building on his prior knowledge and laying a foundation for future learning. It should enable children who learn at different rates and in different ways to work at different levels on different activities. The program should be flexible enough to address differences among children.

The prekindergarten teacher should establish a predictable, stable, and nurturing environment in which each child feels valued, safe, and secure. (S)he should observe children and use the insights to plan a program based on direct experience and interaction with materials and peers. The teacher should mediate children's learning through the provision of guided activities, and facilitate children's learning by arranging the environment for their self-directed play.

The teacher should use a variety of strategies to encourage and support children as they work alone and together to make their own discoveries, take risks, and learn through trial and error. (S)he should provide opportunities for children to be scientists and artists, actors and authors. Above all, the prekindergarten teacher should believe that each child has potential, accept each child as (s)he is and help all children begin to realize their unlimited possibilities.

The prekindergarten program should do all that is necessary to form a seamless space between home and school. Program staff should initiate and sustain communication with children's parents and share with them in promoting children's healthy development and educational success. The entire school staff should join hands with the community in safeguarding the welfare and rights of all the young children the prekindergarten program and subsequent primary grades serve.

APPENDIX B

PREKINDERGARTEN PROGRAM INFORMATION FORM

SELF-APPRAISAL INSTRUMENT

LEARNING CENTERS MATERIALS AND SUPPLIES CHECKLIST

*PREKINDERGARTEN PROGRAM INFORMATION FORM

I. BACKGROUND INFORMATION

School System_____
School_____
Address_____
_____
_____
_____
Telephone_____
_____
_____

Supervisor_____
Support Person_____
Principal_____
Classroom 1:
Teacher:_____
Teacher Assistant:_____
Classroom 2:
Teacher:_____
Teacher Assistant:_____

II. FUNDING SOURCE

____Federal ____State ____Local ____Other (Specify)_____

III. PROGRAM OPERATION

Enrollment ____A.M. ____P.M.

Hours of Operation ____A.M. to ____A.M./____P.M. to ____P.M.

Years in Operation With Current Teaching Staff

Classroom 1 _____
Classroom 2 _____

IV. ATTACHMENTS

When forwarding the Self-Appraisal Instrument to MSDE, attach the following documents:

a. Program and home-school philosophy;
b. Two to three pages from your curriculum guide that show what and/or how children learn; and
c. A daily schedule.

Mail the Self-Appraisal Instrument and documents to:

Ginger A. Eckroade, and/or
JoAnne L. Carter
Division of Instruction
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

**This completed form must be submitted, along with the self-appraisal instrument and materials checklist, at least 30 days prior to your validation visit.*

PREKINDERGARTEN STANDARDS SELF-APPRAISAL INSTRUMENT

DIRECTIONS FOR COMPLETING:

Rate each indicator using the following criteria:

- Rate *Fully Met* if there is an abundance of observable evidence.
- Rate *Partially Met* if there is some abundance of observable evidence.
- Rate *Not Met* if there is little or no observable evidence.

Provide comments for all indicators rated "Not Met".

1.0 PROGRAM ADMINISTRATION

Standard 1.1 ***A written philosophy is used as the basis for program planning, implementation, evaluation, and modification.***

	INDICATORS	*RATING*			*COMMENTS*
		Not Met	Partially Met	Fully Met	
1.1.1	The concepts in the school system philosophy are consistent with those in the Maryland State Department of Education's philosophy for the early learning years.	O	O	O	School _____ Validator _____
1.1.2	The philosophy is shared in written form with all personnel in each school who administer and implement the program.	O	O	O	S _____ V _____
1.1.3	The philosophy is evident in program practices at the school and classroom level.	O	O	O	S _____ V _____

Standard 1.2 ***The prekindergarten program is supervised, administered, and implemented by certificated early childhood personnel.***

	INDICATORS	*RATING*			*COMMENTS*
		Not Met	Partially Met	Fully Met	
1.2.1	The program supervisor has at least two years of satisfactory experience in working with children ages 0-9 and one of the following: 18 credit hours in early childhood education, an undergraduate or graduate degree in early childhood education, or state certification in early childhood education.	O	O	O	S _____ V _____

1.2.2	The supervisor informs the principal at each school about the practices that should be evident in a developmentally appropriate program.	Not Met O	Partially Met O	Fully Met O	S V
1.2.3	The supervisor provides feedback to program staff at each school about their progress in implementing a developmentally appropriate program.	Not Met O	Partially Met O	Fully Met O	S V
1.2.4	The prekindergarten teacher has state certification in early childhood education.	Not Met O	Partially Met O	Fully Met O	S V
1.2.5	A paid assistant is assigned to each prekindergarten classroom on a full-time basis.	Not Met O	Partially Met O	Fully Met O	S V
1.2.6	The assistant has a high school diploma or equivalent and experience in working with young children.	Not Met O	Partially Met O	Fully Met O	S V

Standard 1.3 ***Systemwide policies are used as the basis for efficient and effective prekindergarten program operation at each school.***

	INDICATORS	*RATING*			*COMMENTS*
1.3.1	The school uses a policy developed by the school system to recruit children for the prekindergarten program.	Not Met O	Partially Met O	Fully Met O	S V
1.3.2	The children in each prekindergarten session are representative of the communities the school serves in terms of socioeconomic level, race, and ethnicity.	Not Met O	Partially Met O	Fully Met O	S V

1.3.3	Twenty children are enrolled per prekindergarten session.	Not Met O	Partially Met O	Fully Met O	S V
1.3.4	The school system develops an attendance policy for prekindergarten. The school uses the system's policy.	Not Met O	Partially Met O	Fully Met O	S V
1.3.5	Each prekindergarten session operates for a minimum of 150 minutes daily, five days a week, excluding breakfast and lunch.	Not Met O	Partially Met O	Fully Met O	S V
1.3.6	The school system ensures that each program has the materials and supplies it needs to implement a developmentally appropriate program.	Not Met O	Partially Met O	Fully Met O	S V
1.3.7	The school system identifies a person to provide instructional support to prekindergarten through first grade staff at each school.	Not Met O	Partially Met O	Fully Met O	S V
1.3.8	The person who is identified to provide instructional support is qualified by education, training, and/or experience.	Not Met O	Partially Met O	Fully Met O	S V
1.3.9	The school system recognizes schools that meet the standards of quality identified by the Maryland State Department of Education and National Association for the Education of Young Children (NAEYC).	Not Met O	Partially Met O	Fully Met O	V
1.3.10	Each year, the school informs parents in the community about Maryland's law pertaining to school entry age and explains the options it provides.	Not Met O	Partially Met O	Fully Met O	S V

2.0 PREKINDERGARTEN PROGRAM OPERATION

Standard 2.1 ***Each school system has a Board-approved prekindergarten curriculum that supports the development of the total child and provides for planned and systematic learning through the use of appropriate methods.***

	INDICATORS	*RATING*			*COMMENTS*
		Not Met	Partially Met	Fully Met	
2.1.1	The curriculum reflects the goals and subgoals for prekindergarten as set forth by the Maryland State Department of Education.	O	O	O	S V
2.1.2	The curriculum identifies what skills or dispositions are to be fostered in each developmental area.	O	O	O	S V
2.1.3	The content of the curriculum is appropriate in terms of the developmental characteristics of young children and how they learn.	O	O	O	S V
2.1.4	The curriculum is sufficiently broad to enable the teacher to meet the needs and enhance the strengths of children with varying levels of maturity and ability.	O	O	O	S V
2.1.5	The teacher's written plans correspond to the school system's curriculum and indicate that a thematic, integrated approach is being used. The written plans encompass the total day.	O	O	O	S V
2.1.6	The teacher can explain how each day's plan addresses children's needs and enhances their strengths, contributes to their understanding of the concept or theme, and promotes continuity with previous learning experiences.	O	O	O	S V
2.1.7	The teacher can explain how each day's plan encourages discovery and higher-order thinking skills.	O	O	O	S V

2.1.8	The daily schedule provides for teacher-directed and self-initiated learning with the emphasis on the latter.	Not Met O	Partially Met O	Fully Met O	S V
2.1.9	The daily program reflects variation in content by providing for psychomotor activity, literature, verbal and artistic expression, math, experiences in the (social) sciences, and play with a wide variety of materials.	Not Met O	Partially Met O	Fully Met O	S V

Standard 2.2 ***Children's growth in all developmental areas is routinely assessed. Assessments of children are used for program planning and implementation.***

	INDICATORS	*RATING*			*COMMENTS*
2.2.1	Children's growth in the cognitive, communicative, creative, socioemotional, and physical domains is informally and routinely assessed.	Not Met O	Partially Met O	Fully Met O	S V
2.2.2	Informal and routine assessment consists of observing children's performance and interactions and listening to them as they talk.	Not Met O	Partially Met O	Fully Met O	S V
2.2.3	Information elicited from parents about each child's experiences at home is taken into consideration in program planning and implementation.	Not Met O	Partially Met O	Fully Met O	S V
2.2.4	Information about each child's growth and development is systematically collected and recorded throughout the school year. Such information may include samples of children's work, descriptions of their performance and anecdotal records.	Not Met O	Partially Met O	Fully Met O	S V
2.2.5	In addition to informal methods, a formal procedure is used to share information with parents, at regular intervals, about their child's growth and development and performance in school.	Not Met O	Partially Met O	Fully Met O	S V

2.2.6	Standardized testing is used only on an individual basis. When a child is formally tested his/her parents are informed in advance.	Not Met O	Partially Met O	Fully Met O	S V
2.2.7	Any standardized test that is administered to a child is valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes. This is determined by a careful review of the reliability and validity information that is provided in the technical manual that accompanies the test.	Not Met O	Partially Met O	Fully Met O	S V
2.2.8	When a child is tested, information about the test and test results is shared with the child's parents. Any interpretation of test scores describes, in non-technical language, what the test covered, what the scores do and do not mean (common misinterpretations of the test scores) and how the results will be used.	Not Met O	Partially Met O	Fully Met O	S V
2.2.9	The school does not administer a standardized test to all children in the prekindergarten program at each school.	Not Met O	Partially Met O	Fully Met O	S V
2.2.10	Each child's permanent record indicates the type of preschool program in which (s)he participated prior to first grade such as Head Start, nonpublic preschool, child care, EEEP prekindergarten, Chapter 1 prekindergarten.	Not Met O	Partially Met O	Fully Met O	S V

Standard 2.3 ***All children have equitable opportunities to learn through teacher-directed and self-initiated experiences that match their needs, interests, and developmental levels.***

	INDICATORS	*RATING*			*COMMENTS*
2.3.1	Active learning dominates the total day. Minimal amounts of time are spent getting ready, sitting and listening, and waiting. Music, poetry, fingerplays, riddles, and language or thinking games are used to eliminate children's wait time during transitions.	Not Met O	Partially Met O	Fully Met O	S V

2.3.2	No use is made of dittos or workbooks and passive learning methods.	Not Met O	Partially Met O	Fully Met O	S V
2.3.3	The teacher involves every child in a directed learning experience every day.	Not Met O	Partially Met O	Fully Met O	S V
2.3.4	For the purposes of teacher-directed learning, children are not organized into fixed ability groups.	Not Met O	Partially Met O	Fully Met O	S V
2.3.5	Teacher-directed learning is not implemented using a system of three group rotations.	Not Met O	Partially Met O	Fully Met O	S V
2.3.6	Teacher-directed learning is presented in the context of the child's world and relates in a meaningful way to children's real-life experiences.	Not Met O	Partially Met O	Fully Met O	S V
2.3.7	Teacher-directed learning is carried out in a manner that enables each child to be an active participant. When manipulatives are used, enough are provided so that children can participate simultaneously.	Not Met O	Partially Met O	Fully Met O	S V
2.3.8	Over time, teacher-directed learning addresses children's needs and interests and builds on their strengths in all developmental areas. Teacher-directed learning helps children become competent artistically, motorically, socially, linguistically and intellectually.	Not Met O	Partially Met O	Fully Met O	S V
2.3.9	Children's self-directed learning is facilitated by the use of learning centers. These include but are not limited to: *dramatic play (not limited to housekeeping),* *blocks, art (not limited to easel painting),* *library (reading-listening),* *reading-writing,* *mathematics,* *sand/water, and* *games/puzzles.*	Not Met O	Partially Met O	Fully Met O	S V

2.3.10	Each center has a wide variety of materials and activities (see Learning Centers' Materials and Supplies Checklist).	Not Met O	Partially Met O	Fully Met O	S V
2.3.11	Activities and materials in each center enable children to explore the current theme, reconstruct the teacher-directed learning activity, repeat experiences, demonstrate what they know, and experiment with new ways of thinking, e.g., the teacher is able to initiate different responses to some of the same materials.	Not Met O	Partially Met O	Fully Met O	S V
2.3.12	A procedure is used to help children think about and plan their activities in the learning centers.	Not Met O	Partially Met O	Fully Met O	S V
2.3.13	The teacher and assistant use strategies that help children carry out their plans with sustained effort. During children's self-directed activities, the teacher and assistant promote children's engagement and facilitate their learning by asking open-ended questions, suggesting alternative ways of doing something, modeling, commenting, encouraging experimentation, acknowledging their efforts, and giving praise related to their performance.	Not Met O	Partially Met O	Fully Met O	S V
2.3.14	The teacher can explain how the activities in the centers meet children's needs, address their interests, enhance their strengths, and extend their understanding of ideas and concepts related to the current unit of study.	Not Met O	Partially Met O	Fully Met O	S V
2.3.15	The teacher develops and uses a written recordkeeping system that describes the centers and the activities in the centers in which each child engages. The recordkeeping system is used to ensure variety in each child's choice of centers.	Not Met O	Partially Met O	Fully Met O	S V
2.3.16	Sufficient time is allocated to transitions for children to clean up and prepare for the next activity.	Not Met O	Partially Met O	Fully Met O	S V

Standard 2.4 ***Children have many opportunities to inquire about their environment, reflect on their experiences, and develop skill in communication by asking and responding to questions.***

	INDICATORS	*RATING*			*COMMENTS*
		Not Met	Partially Met	Fully Met	
2.4.1	Children are encouraged to think and communicate their thinking in different ways by responding to many types of questions. Such questions include: *labeling (What is this called?),* *describing (How does it look? What does it do?),* *reconstructing past experiences (What did you do in the learning center today?),* *proposing alternatives (What is another way you could...?),* *making comparisons (How are they alike? What is different about them?),* *classifying (How did you decide to put these things together?),* *enumerating (How can we find out how many...?),* *synthesizing (What do these words make you think of, "candles, presents, cake"?),* *evaluating (Which painting in our museum do you like best? Why?),* *predicting (What would happen if...?), and* *transforming (What should we do to make...? How do you...?).*	O	O	O	S V
2.4.2	Adults use techniques that enable children to have confidence in their own responses and respect for the responses of others. Such techniques include: *creating a relaxed, non-threatening climate for inquiry,* *encouraging brainstorming,* *providing sufficient wait time before expecting children to respond,* *using an open response system (limited use of raising hands),* *encouraging children to take risks in making comments,* *asking 'why' to gain insight into a child's response,* *extending children's responses, and* *providing corrective feedback that enables children to understand the appropriateness of their responses in terms of reality.*	O	O	O	S V
2.4.3	Children are actively involved as thinkers and communicators during group discussions. The teacher: *asks questions at a variety of levels,* *asks questions that have many possible responses,* *encourages responses that are more than one or two words,* *provides sufficient time for responding,* *refrains from re-wording or interpreting children's responses for them,* *encourages children to listen to and elaborate upon each other's responses, and* *listens to the children.*	O	O	O	S V
2.4.4	Children are encouraged to ask questions and given assistance in formulating many types of questions and using more complex questioning strategies.	O	O	O	S V
2.4.5	Children are provided honest and age-appropriate responses to their questions.	O	O	O	S V

Standard 2.5 ***The daily program immerses children in a wide range of communicative experiences and literacy events that promote their conceptual development, encourage them to express thoughts and feelings, and help them attain self-determined goals.***

	INDICATORS	*RATING*	*COMMENTS*
2.5.1	The total day is structured to facilitate children's oral expression. Children talk in order to express their needs, control and direct the behavior of others, solve problems, describe experiences, express views and feelings, impart information, demonstrate courtesy, clarify and reflect on their own thinking, imagine, have fun and pretend. Daily routines and activities: *require only a minimum of quiet time,* *provide a familiar context for children to engage in discussions with each other,* *facilitate child to child talk more than adult to child talk, and* *enable adults to converse with children individually.*	Not Met O Partially Met O Fully Met O	S V
2.5.2	When children speak to adults, adults listen attentively and give them time to express themselves completely.	Not Met O Partially Met O Fully Met O	S V
2.5.3	Adults provide words to describe what children are experiencing and check their understanding of words that are spoken, read, or sung.	Not Met O Partially Met O Fully Met O	S V
2.5.4	The teacher helps children acquire practical listening skills such as listening for appreciation and comprehension and learning to value each other's ideas and points of view.	Not Met O Partially Met O Fully Met O	S V
2.5.5	Unit-related pictures and signs, functional print, and literacy products developed by children are displayed around the room and in the learning centers.	Not Met O Partially Met O Fully Met O	S V

2.5.6 The reading program is primarily based on a language expressive approach. Children's daily reading experiences include activities such as:

Not Met O | Partially Met O | Fully Met O

S _____
V _____

hearing and telling original stories,
retelling stories from books,
hearing and telling flannel board stories,
learning nursery rhymes, fingerplays, and poems,
dramatizing stories, nursery rhymes, and poems,
reading and re-reading pattern and predictable books,
role playing and fantasy play, and
using puppets.

2.5.7 The books that are read to children each day are identified and selected by the teacher during the planning process, reflect a wide variety of topics, styles, and structures, and support the theme.

Not Met O | Partially Met O | Fully Met O

S _____
V _____

2.5.8 Adults read to children in the smallest groups possible so that the experience is personal and interactive.

Not Met O | Partially Met O | Fully Met O

S _____
V _____

2.5.9 Children have daily opportunities to interact with books and print. Their opportunities include experiences such as:

Not Met O | Partially Met O | Fully Met O

S _____
V _____

reading and writing to carry out daily routines, e.g., attendance, planning and pursuing self-directed learning, choosing a group for story time, and reading the snack menu,
handling books; reading alone, to others, or into a tape recorder,
reading functional print, e.g., newspapers, magazines, greeting cards, maps, product labels, and signs,
using the classroom library,
using the listening center,
lap book reading (individual),
discussing pictures, and
presentations by authors.

2.5.10 The writing program is primarily based on a process approach that enables children to do what they want or can "now." Children's daily writing experiences include small group and individual activities such as:

Not Met O | Partially Met O | Fully Met O

S _____
V _____

dictating stories,
writing books,
rewriting pattern books,
keeping a class diary or journal,
developing functional print, e.g., signs, letters, cards, maps, recipes, directions, and labeling photographs, pictures, and art work.

2.5.11 Adults encourage, facilitate, and provide many opportunities for interested children to engage in self-initiated writing for self-determined purposes with little or no emphasis on conventions.

Not Met O | Partially Met O | Fully Met O

S _____
V _____

		Not Met	Partially Met	Fully Met	
2.5.12	The alphabet is displayed at children's eye level in the writing center. A variety of word and alphabet games are available for interested children.	O	O	O	S V
2.5.13	The writing center and library are visually inviting and well-supplied with a variety of print materials. Adults encourage children to use both.	O	O	O	S V

Standard 2.6 ***Children's curiosity about natural, man-made, and social phenomena and their natural inclination to investigate and solve problems is nurtured and stimulated through a daily balance of guided and independent experiences in social studies, science, and mathematics.***

	INDICATORS	*RATING*			*COMMENTS*
		Not Met	Partially Met	Fully Met	
2.6.1	Children use math to carry out daily program routines such as charting daily attendance or the weather, identifying the portions for snack, "paying" for snack with play money, and identifying if a particular learning center has its quota of children.	O	O	O	S V
2.6.2	Adult-directed and/or learning center activities provide daily opportunities for children to explore such mathematical concepts as whole numbers, fractions, shapes, measurement, position, sequence, order, and organizing data in classes, patterns, and graphs.	O	O	O	S V
2.6.3	Adult-directed activities in math are presented as meaningful and everyday problems that might be solved in different ways. Adult-directed and child-initiated math activities focus on the problem solving process. Adults encourage and help children find more than one answer or more than one way to solve a problem.	O	O	O	S V
2.6.4	Adult-directed activities in math are implemented so that each child has concrete materials to manipulate.	O	O	O	S V
2.6.5	Math vocabulary and concepts are introduced and extended through other curricular activities such as activities in music, literature, and science.	O	O	O	S V

2.6.6 The class and its experiences together are used as the basis for helping children learn about:

Not Met O | Partially Met O | Fully Met O

S _____
_____
_____
V _____
_____
_____

themselves and their unique characteristics,
similarities among people regardless of their race, sex, possible handicapping condition, behavior, appearance, and/or ethnic background,
families,
the perceptions, feelings, thoughts and intentions of others,
responsible group participation,
social problem solving, and
multicultural traditions.

2.6.7 The children's environment and personal experiences in it are used as the basis for engaging them in ongoing social living activities in which they:

Not Met O | Partially Met O | Fully Met O

S _____
_____
_____
V _____
_____
_____

observe, describe, and discuss change (history),
observe, describe, and discuss the earth's physical features (geography),
make laws and identify the consequences of violating laws (citizenship),
produce, distribute, exchange and consume goods and services (economics), and
live as others live (anthropology, multicultural appreciation).

2.6.8 Children engage in the processes of predicting, gathering data, drawing conclusions, and making generalizations in order to investigate natural and man-made phenomena.

Not Met O | Partially Met O | Fully Met O

S _____
_____
_____
V _____
_____
_____

2.6.9 Science-related activities are presented as hands-on experiences in which children are encouraged to consider questions and solve problems. The focus of children's hands-on scientific investigations is on the process and their ability to communicate about the process and findings.

Not Met O | Partially Met O | Fully Met O

S _____
_____
_____
V _____
_____
_____

2.6.10 Technological aids, such as computers, are integrated into the exploratory activities that are ordinarily provided to children and do not replace concrete experiences and materials as the major vehicle for learning.

Not Met O | Partially Met O | Fully Met O

S _____
_____
_____
V _____
_____
_____

2.6.11 When computers are available for children's use, the software is fun to use and emphasizes creativity and problem solving rather than drill and practice of isolated skills.

Not Met O | Partially Met O | Fully Met O

S _____
_____
_____
V _____
_____
_____

Standard 2.7 ***Children's natural inclination to test their limits and re-create experience is nurtured and stimulated through a daily balance of guided and independent activities in music, movement, and the arts.***

	INDICATORS	*RATING*			*COMMENTS*
		Not Met	Partially Met	Fully Met	
2.7.1	Children play outside every day, weather permitting.	O	O	O	S V
2.7.2	As part of children's daily outdoor play or indoor activities, the teacher helps them acquire and refine fundamental movements including: *Locomotor movements: walk, run, jump, slide, skip, climb, leap,* *Manipulative movements: throw, kick, strike, bounce, roll, catch, and* *Stability Movements: bend, stretch, twist, turn, balance, swing, dodge.*	O	O	O	S V
2.7.3	Children engage in creative movement experiences such as pantomime, responding to rhythms, and performing simple folk dances.	O	O	O	S V
2.7.4	In addition to planned musical experiences, music is integrated into the total day.	O	O	O	S V
2.7.5	Musical experiences include a balance of: *listening to a wide variety of classical and contemporary music including music from other countries,* *singing simple songs,* *composing songs,* *making and playing instruments,* *learning about music-related words and concepts, such as tempo, pitch, intensity, and mood, and* *hearing stories about composers and listening to their music.*	O	O	O	S V
2.7.6	Children's art experiences focus on the exploration of materials, free expression, and the creative process. Children do not produce art on forms that have been cut-out by an adult or reproduce art according to an adult-made model.	O	O	O	S V

2.7.7	Adults may ask children questions about their art but do not require them to dictate sentences about it or explain what it is.	Not Met O	Partially Met O	Fully Met O	S V
2.7.8	Sufficient materials are in the art center to enable children to freely choose the type of activities in which they will engage. Among children's daily choices are painting, cutting, pasting, constructing, modeling with clay, and drawing.	Not Met O	Partially Met O	Fully Met O	S V
2.7.9	Adults encourage children to build with the blocks in alternative ways.	Not Met O	Partially Met O	Fully Met O	S V
2.7.10	Children observe and discuss works of art. Children's own art work and reproductions of great works of art are used to learn about art-related words and concepts, such as line, form, color, texture, pattern, and materials.	Not Met O	Partially Met O	Fully Met O	S V
2.7.11	Children's art work is displayed with the artist identified.	Not Met O	Partially Met O	Fully Met O	S V

Standard 2.8 ***Adults create an environment in which children can show initiative, act independently, and make choices. adults observe, guide, and respect children as they strive for personal and interpersonal competence.***

	INDICATORS	*RATING*			*COMMENTS*
2.8.1	Adults treat each child with warmth, caring, and respect regardless of his/her socioeconomic, racial, or cultural background or behavior, sex, ability, or appearance.	Not Met O	Partially Met O	Fully Met O	S V

2.8.2	Adults model and provide opportunities for children to behave in age-appropriate ways that include: *being playful,* *assuming responsibility for carrying out routine activities,* *exhibiting independence and initiative in planning their own learning,* *exhibiting helpful behavior,* *helping to develop and follow rules for the care and safety of self, others, materials,* *getting along with others; making friends, and* *being courteous.*	Not Met O	Partially Met O	Fully Met O	S V
2.8.3	Daily program routines and activities are implemented in a manner that prevents behavior problems from occurring.	Not Met O	Partially Met O	Fully Met O	S V
2.8.4	Adults discipline children in positive, predictable, and constructive ways and deal with inappropriate behavior at the time that it occurs.	Not Met O	Partially Met O	Fully Met O	S V
2.8.5	Adults help children negotiate disagreements among themselves but do not solve conflicts for them.	Not Met O	Partially Met O	Fully Met O	S V
2.8.6	The routines and activities of the daily program are implemented so that children have many opportunities to make choices.	Not Met O	Partially Met O	Fully Met O	S V

Standard 2.9 ***The prekindergarten environment evolves from children's needs, interests, and experiences; facilitates their independence, exploration, and discovery; and reflects their ideas, accomplishments, and products.***

	INDICATORS	*RATING*			*COMMENTS*
2.9.1	The environment is organized so that children can function in it with a minimum of adult direction.	Not Met O	Partially Met O	Fully Met O	S V
2.9.2	The space that is allocated to total group activity is large enough to enable children to sit and/or move without disturbing others.	Not Met O	Partially Met O	Fully Met O	S V

2.9.3	The location of and space that is allocated to each learning center facilitates the kinds of activities that take place in each one.	Not Met O	Partially Met O	Fully Met O	S V
2.9.4	Learning centers are separated so that all children can engage in activities of their choice without distracting or being distracted by others.	Not Met O	Partially Met O	Fully Met O	S V
2.9.5	The materials in the room are available for children's use and are otherwise stored in closets or cupboards.	Not Met O	Partially Met O	Fully Met O	S V
2.9.6	Displays of children's work reflect diversity and individuality. They do not reflect the standards or performances of adults.	Not Met O	Partially Met O	Fully Met O	S V
2.9.7	The total room reflects children's current experiences and work. Little or no use is made of commercial bulletin boards.	Not Met O	Partially Met O	Fully Met O	S V
2.9.8	The total room is bright and cheerful but not visually overwhelming.	Not Met O	Partially Met O	Fully Met O	S V

Standard 2.10 ***Children's health and safety are ensured throughout each program day.***

	INDICATORS	*RATING*			*COMMENTS*
2.10.1	Children are supervised by an adult at all times.	Not Met O	Partially Met O	Fully Met O	S V
2.10.2	The prekindergarten classroom is located in a clean, safe, well-lit, and well-ventilated area.	Not Met O	Partially Met O	Fully Met O	S V

2.10.3	Furniture in the prekindergarten classroom is in good repair and appropriate in size for the children.	Not Met O	Partially Met O	Fully Met O	S V
2.10.4	Toilets and sinks are easily accessible to children. Children wash their hands after toileting and before eating.	Not Met O	Partially Met O	Fully Met O	S V
2.10.5	Materials and objects in the learning environment are clean and in good condition.	Not Met O	Partially Met O	Fully Met O	S V
2.10.6	Children's indoor space is free from bugs and insects, asbestos, and radioactive gas (radon).	Not Met O	Partially Met O	Fully Met O	S V
2.10.7	Poisons and other potentially harmful chemicals are always inaccessible to children.	Not Met O	Partially Met O	Fully Met O	S V
2.10.8	The outdoor play area is free of glass, litter, traffic, strangers, and other potential dangers.	Not Met O	Partially Met O	Fully Met O	S V
2.10.9	Over time, children learn about disease prevention, nutrition, first aid, accident prevention, and personal safety in the classroom and out-of-doors.	Not Met O	Partially Met O	Fully Met O	S V
2.10.10	School personnel maintain health records on each child, including information about immunizations, allergies, and chronic illnesses.	Not Met O	Partially Met O	Fully Met O	S V

2.10.11	The school/teacher maintain emergency contact information on each child.	Not Met O	Partially Met O	Fully Met O	S V
2.10.12	Children are released only to persons who are authorized to pick them up. Specific procedures are developed and used to ensure the welfare and safety for children who are not picked up on time.	Not Met O	Partially Met O	Fully Met O	S V
2.10.13	Suspected incidents of child abuse and neglect are promptly reported to the appropriate persons and agencies.	Not Met O	Partially Met O	Fully Met O	S V

3.0 HOME-SCHOOL COOPERATION

Standard 3.1 ***Cooperation between the home and school results in parental support of and involvement in the total school program.***

	INDICATORS	*RATING*			*COMMENTS*
3.1.1	Information about the program is given to parents at the beginning of each school year. The information includes: *program philosophy and goals,* *program operation policies including procedures for non-attendance,* *program goals and classroom methods for attaining program goals,* *school focus for home-school cooperation,* *expectations for parent/family participation,* *ways parents can promote learning outside of school, and* *ways parents can help children be successful in school.*	Not Met O	Partially Met O	Fully Met O	S V
3.1.2	Children's legal guardians and other family members are involved in school-based activities. A log of their involvement is maintained.	Not Met O	Partially Met O	Fully Met O	S V
3.1.3	Procedures are shared with classroom volunteers that enable them to work directly with children in developmentally appropriate ways.	Not Met O	Partially Met O	Fully Met O	S V

3.1.4	Specific strategies are identified and used to involve parents in their children's learning both inside and outside of school.	Not Met O	Partially Met O	Fully Met O	S V
3.1.5	Staff take advantage of school and community meetings to interact with parents and build rapport for sustaining ongoing communication.	Not Met O	Partially Met O	Fully Met O	S V
3.1.6	Communication with all parents is sustained through phone calls, notes, newsletters, parent sessions, and home visits.	Not Met O	Partially Met O	Fully Met O	S V
3.1.7	Information is shared with parents that promotes their understanding of children's growth and development and how young children learn.	Not Met O	Partially Met O	Fully Met O	S V
3.1.8	Parents are involved in evaluating the program each year.	Not Met O	Partially Met O	Fully Met O	S V

4.0 STAFF DEVELOPMENT

Standard 4.1 ***The school system and/or school seeks and provides professional development opportunities for the early learning staff in order to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.***

	INDICATORS	*RATING*			*COMMENTS*
4.1.1	At least once a year, a building administrator meets with the prekindergarten staff to formulate or revise the framework plan that will be used as the basis for providing a developmentally appropriate program.	Not Met O	Partially Met O	Fully Met O	S V
4.1.2	The school system designs and implements a staff development program to ensure that the prekindergarten staff possesses the attitudes, information, and skills needed to implement a developmentally appropriate program. Prekindergarten and kindergarten staff may be trained together.	Not Met O	Partially Met O	Fully Met O	S V

4.1.3	Each year the prekindergarten teacher participates in professional development opportunities that increase his/her knowledge of state-of-the art early childhood practices.	Not Met O	Partially Met O	Fully Met O	S V
4.1.4	The prekindergarten teacher has at least one opportunity to observe and/or work with an exemplary peer.	Not Met O	Partially Met O	Fully Met O	S V
4.1.5	The building administrators' (principal and assistant principal) understanding of the elements and methods involved in implementing a developmentally appropriate program are enhanced through participation in professional development activities.	Not Met O	Partially Met O	Fully Met O	S V
4.1.6	The program supervisor stays abreast of state and national early childhood perspectives through participation in activities sponsored by the Maryland State Department of Education and other organizations.	Not Met O	Partially Met O	Fully Met O	S V

5.0 CONTINUITY OF LEARNING, PREKINDERGARTEN THROUGH GRADE ONE

Standard 5.1 ***Prekindergarten, kindergarten, and first grade are viewed as a single unit, each level of which accepts children 'as they are' and provides age and individually appropriate learning experiences that enable each child to progress as far as his/her own developing interests and abilities allow.***

	INDICATORS	*RATING*			*COMMENTS*
5.1.1	Organizational practices for prekindergarten through first grade indicate that retention and transitional classes are not viewed as viable options to appropriate programming.	Not Met O	Partially Met O	Fully Met O	S V
5.1.2	The kindergarten and first grade curricula reflect the Maryland State Department of Education's philosophy for the early learning years and curricular frameworks for kindergarten and the content areas.	Not Met O	Partially Met O	Fully Met O	S V
5.1.3	The curriculum is continuous and sequential from prekindergarten through grade one.	Not Met O	Partially Met O	Fully Met O	S V

5.1.4 Kindergarten and first grade children progress at their own pace as their interests and abilities develop. Grade level boundaries do not determine where children begin or how far they are allowed or encouraged to progress.

Not Met O | Partially Met O | Fully Met O

S _____
V _____

5.1.5 The kindergarten and first grade curriculum are implemented in developmentally appropriate ways. Appropriate practices include:

Not Met O | Partially Met O | Fully Met O

S _____
V _____

the use of an integrated approach,
little emphasis on isolated and decontextualized skill development,
using children's play to develop problem solving and decisionmaking skills,
a daily balance of child-initiated and teacher-directed learning experiences,
individual and small group learning most of the time,
concrete and experiential learning with little use made of workbooks, dittos and passive learning methods,
daily opportunities to learn by interacting with peers,
daily opportunities for experiences in art, literature and music, and outdoor play,
assessment through observation of children's performance and listening to them as they talk, and
respect for individual and cultural differences.

5.1.6 The kindergarten and first grade language arts program uses a holistic approach that includes:

Not Met O | Partially Met O | Fully Met O

S _____
V _____

many daily opportunities for oral expression,
responding to and asking questions at a variety of levels,
learning to read by choosing what one reads; learning to write by choosing one's purposes for writing,
reading and developing many forms of print (alone and in small groups),
reading and writing to carry out daily routines,
teaching skills when children need them in order to accomplish a larger goal rather than in the artificial order in which they are introduced in a basal reading or phonics program,
teaching skills in small groups in ways that enable each child to be an active learner,
limited reliance on a basal reading program,
composing, telling, and retelling stories and poems,
reading to children everyday, and
integrating language arts with science, social studies, mathematics, and the arts.

5.1.7 The math program in kindergarten and first grade focuses on problem solving and enables children to explore and discover mathematical relationships through firsthand experiences with concrete materials. Limited use is made of rote learning methods.

Not Met O | Partially Met O | Fully Met O

S _____
V _____

5.1.8 School staff monitor and assess the effectiveness of the interventions provided to kindergarten and first graders who are identified as being at-risk on the basis of Early Identification and Intervention Program screening.

Not Met O | Partially Met O | Fully Met O

S _____
V _____

5.1.9 Specific strategies are identified and used to involve parents in their children's learning both inside and outside of school.

Not Met O | Partially Met O | Fully Met O

S _____
V _____

5.1.10	The principal and kindergarten and first grade teachers participate in professional development opportunities to maintain or increase their competencies in using developmentally appropriate practices with young learners.	Not Met O	Partially Met O	Fully Met O	S V
5.1.11	At least once a year the principal and early learning staff meet together to assess the quality and effectiveness of the program. Results of the assessment are used to modify and strengthen the program.	Not Met O	Partially Met O	Fully Met O	S V

6.0 PROGRAM ACCOUNTABILITY

Standard 6.1 ***The school (system) evaluates its early learning program on an annual basis and uses the results to acknowledge its strengths and address its weaknesses.***

	INDICATORS	*RATING*			*COMMENTS*
6.1.1	The school (system) participates in the process of self-appraisal using the Maryland State Department of Education's Standards For Implementing Quality Prekindergarten Education Programs.	Not Met O	Partially Met O	Fully Met O	S V
6.1.2	The school (system) participates in on-site program reviews conducted by the Maryland State Department of Education.	Not Met O	Partially Met O	Fully Met O	S V
6.1.3	The school (system) uses the results of internal or external program reviews as the basis for program improvement.	Not Met O	Partially Met O	Fully Met O	S V
6.1.4	When beginning-to-end-of-year prekindergarten program effects are evaluated, multiple indicators are used.	Not Met O	Partially Met O	Fully Met O	S V
6.1.5	When a standardized test is used to evaluate beginning-to-end-of-year prekindergarten program effects, a random sampling method is used. No more than four children are tested per program site.	Not Met O	Partially Met O	Fully Met O	S V

6.1.6	The school (system) uses multiple indicators to evaluate the impact of prekindergarten participation on children's development and school performance at second grade and beyond.	Not Met O	Partially Met O	Fully Met O	S V
6.1.7	With the local superintendent's agreement, the school system participates in Maryland State Department of Education evaluations of the prekindergarten program.	Not Met O	Partially Met O	Fully Met O	S V

7.0 COMPREHENSIVE PROGRAMMING

Standard 7.1 ***The school system provides leadership in promoting the establishment of comprehensive programs that meet the child care and early childhood education needs of families in the community.***

	INDICATORS	*RATING*			*COMMENTS*
7.1.1	The school maintains an updated list of licensed family and group care facilities and educational programs that are available to children ages 3-5. Information on the list identifies each program by name, location, type, and hours and days of operation.	Not Met O	Partially Met O	Fully Met O	S V
7.1.2	The school maintains a list of before and after school programs that are available to young children. Information on the list identifies programs by name, location, type, and hours and days of operation.	Not Met O	Partially Met O	Fully Met O	S V
7.1.3	The school disseminates information to parents about the early childhood education programs and licensed child care facilities in the community.	Not Met O	Partially Met O	Fully Met O	S V
7.1.4	Data is accessible to the school that indicates the child care/early childhood education needs of families in the community, for example:	Not Met O	Partially Met O	Fully Met O	S V

the number of parents who need, but do not have affordable/accessible child care for their 3-6 year olds,
the number of parents who need but do not have before and/or after school care for their elementary grade children, and
the number of families who want but are unserved by educational programs for four-year-olds.

7.1.5	School staff network with child care/education providers to whom or from whom their prekindergarten and kindergarten students go and come in order to ensure that the transitions are not disruptive to their healthy development.	Not Met O	Partially Met O	Fully Met O	S V
7.1.6	The school uses a transition form that enables staff to obtain information about children from their most recent previous child care/education providers. The transition form is used with each parent's written permission.	Not Met O	Partially Met O	Fully Met O	S V
7.1.7	The school (system) collaborates with other agencies in examining family needs for child care and early childhood education. Plans for expansion of the early childhood ecosystem take existing providers/services into consideration.	Not Met O	Partially Met O	Fully Met O	S V
7.1.8	The school (system) collaborates with other community agencies in order to increase parent's access to prekindergarten and/or licensed child care programs that encompass the full working day.	Not Met O	Partially Met O	Fully Met O	S V
7.1.9	The school facilitates the development and implementation of innovative programs that address the child care/educational needs of families in the community.	Not Met O	Partially Met O	Fully Met O	S V

LEARNING CENTERS MATERIALS AND SUPPLIES CHECKLIST

DIRECTIONS:

Place a check (√) next to the materials that are routinely available to children when they work in the learning centers. Use the findings to identify materials and supplies that need to be gradually obtained for your program.

Center	***Materials***
Library	____Pictures ____Books, (pictures, patterned, wordless) ____Reference books ____Books made with children ____Books with tapes, records and/or filmstrips ____Magazines, newspapers, catalogs ____Functional print (menus, greeting cards, map, lists, etc.) ____Chart stories made with children ____Children's original poems and stories ____Chairs, pillows ____Carpet, rug, or carpet squares ____Book rack ____Audio-visual materials (tape, records, record player) ____Props that match books ____Stuffed animals
Reading/Writing	____Chalkboard ____Writing implements (chalk, pencils, ink pens, magic markers, crayons) ____Erasers (pencil and chalk) ____Rubber stamps/stamp pads ____Used postage stamps; paste ____Paper of all kinds; lined and unlined ____Envelopes ____Alphabet blocks, alphabet cards ____Moveable letters ____Word cards with words and pictures (rebuses) ____Pictionaries ____Picture, alphabet, and word games ____Print models (poems, chart stories, word lists, etc.) ____Functional print ____Book jackets/posters ____Pictures ____Bulletin board for children to display their work ____Mail box/message center ____Low shelf for organizing supplies and materials ____Other (identify)

Center	Materials
Math	___Number blocks and cubes ___Pegs and peg boards ___Beads and string ___Collections (buttons, stones, marbles, spools, straws) ___Plastic plates or lids for making sets ___Egg cartons ___Balance/scale ___Unifix cubes ___Dominoes ___Magnetic numbers, number line ___Rulers ___Measuring cups and spoons ___Rods of graduated sizes ___Cuisenaire rods ___Parquetry blocks/pattern cards ___Geometric shapes of various sizes ___Geoboards ___Pennies and other coins ___Teacher-made math games ___Math concept books ___Math concept puzzles ___Paper, pencil, crayons, and erasers ___Other (identify)
Housekeeping	___Stove ___Sink ___Refrigerator ___Table and chairs ___Cabinet or shelves ___Doll bed ___Doll carriage ___Mirror(s) ___Telephone ___Pictures ___Pots and pans ___Eating utensils ___Cooking utensils ___Empty product boxes ___Housekeeping tools (mop, broom, ironing board, iron, clothespins, clothesline, dustpan, bucket, sponge) ___Jewelry and dress up clothes ___Dolls (male, female, ethnic, handicapped) ___Doll clothes ___Prop boxes with tools and clothes for various occupations ___Functional reading materials ___Pictures ___Other (identify)

Center	Materials
Blocks	____Cardboard blocks ____Wooden unit blocks ____Durable cardboard boxes of various sizes ____Rubber animals and people ____Large and small vehicles ____Traffic and other functional signs ____Materials for making and posting signs ____Pictures ____Other (identify)
Sand Table	____Buckets of various sizes ____Plastic containers of all sizes ____Shovels and scoops ____Funnels ____Sieves, strainers, containers with holes ____Measuring cups ____Scale or balance ____Small trucks and cars ____Sponges ____Other (identify)
Water Table	____Buckets of various sizes ____Plastic containers of all sizes ____Funnels ____Measuring cup ____Baster ____Rubber hoses ____Sieves, strainers, containers with holes ____Sponges ____Liquid detergent ____Egg beater ____Objects that sink and float ____Small boats ____Straws ____Water pump ____Water wheel ____Hose ____Other (identify)

Center	Materials
Games/Puzzles	___Puzzles ___Visual discrimination games ___Association games ___Concept games ___Attribute games ___Bingo ___Lotto ___Pattern cards ___Sorting trays ___Beads and string ___Plastic interlocking blocks ___Lincoln Logs ___Tinker Toys ___Items to snap, button, zipper, and lace ___Items to take apart and put back together ___Other (identify)
Art	___Easels ___Tempera paint ___Finger paint ___Paint brushes ___Toothbrushes ___Large paper (minimum size 12" X 18") ___Newspaper ___Construction and finger paint paper ___Crayons ___Chalk ___Pencils ___Playdough or clay ___Felt markers ___Paste/glue ___Tape ___Scissors ___Stapler ___Hole punch ___String ___Sponges ___Fabric scraps ___Yarn ___Paper towels ___Bulletin board or clothesline for displaying art ___Clothespins, tacks ___Art posters ___Other (identify)

APPENDIX C

SELF-APPRAISAL SUMMARY SHEET

SELF-APPRAISAL SUMMARY SHEET

(Use This Form to Summarize the Results of Your Self-Appraisal)

		COLUMN I			COLUMN II	COLUMN III	
STANDARD	NO. OF INDICATORS	CUMULATIVE INDICATOR RATING			PERCENT FULLY MET	SELF-APPRAISAL DECISION	
		No. Not Met.	No. Partially Met	No. Fully Met	Divide the no. fully met by the total no. of indicators	Improve	Maintain
1.0 PROGRAM ADMINISTRATION							
1.1 Program Philosophy	3						
1.2 Program Personnel	6						
1.3 Prekindergarten Program Policies	10						
2.0 PREKINDERGARTEN PROGRAM OPERATION							
2.1 Curriculum	9						
2.2 Assessment	10						
2.3 Learning Process	16						
2.4 Questioning Strategies	5						
2.5 Language and Literacy	13						
2.6 Math, Social Studies and Science	11						
2.7 Psychomotor and the Arts	11						
2.8 Self-Concept and Socialization	6						
2.9 Physical Environment	8						
2.10 Health and Safety	13						
3.0 HOME-SCHOOL COOPERATION							
3.1 Home-School Cooperation	8						
4.0 STAFF DEVELOPMENT							
4.1 Staff Development	6						
5.0 CONTINUITY OF LEARNING							
5.1 Continuity of Learning, Prekindergarten through Grade 1	11						
6.0 PROGRAM ACCOUNTABILITY							
6.1 Program Accountability	7						
7.0 COMPREHENSIVE PROGRAMMING							
7.1 Child Care/Education	9						

APPENDIX D

VALIDATION VISIT VERIFICATION FORM

MARYLAND STATE DEPARTMENT OF EDUCATION
VALIDATION VISIT VERIFICATION FORM

School _____ School System _____

Date of Visit _____

Directions: The principal and validator(s) initial each procedure listed below to verify that it was properly followed. At the end of the visit, the principal and validator(s) sign the form verifying that all procedures were properly followed.

VALIDATION	***PROCEDURE PROPERLY FOLLOWED***	
	Principal	***Validator(s)***
The validator met with the principal to review the validation tasks and his or her plans for the day.	_____	_____
The validator observed those areas of the school in which activities are provided for prekindergarten children.	_____	_____
The validator's prekindergarten program observation was at least 2-1/2 hours.	_____	_____
The validator clarified his or her questions about what was seen during the observation with the prekindergarten teacher.	_____	_____
The validator reviewed written documentation.	_____	_____
The validator verified ratings for the continuity of learning standard by walking through kindergarten through first grade classrooms, reviewing written documentation, and interviewing the principal.	_____	_____
The validator and principal discussed each indicator for which their ratings differed. The validator recorded the principal's comments relative to the discussion of each one in the "Comments" section.	_____	_____
The validator and/or principal provided a written justification or rationale for each indicator rated "Not Met."	_____	_____
The principal reviewed the validator's written record of his/her comments.	_____	_____

For the School Principal:

As _____ of _____
(Title) (Name of School)

I affirm that all the procedures described above were properly completed. I affirm that I had an opportunity to comment about each rating that differed, that I read all comments that were recorded by the validator on the Self-Appraisal Instrument, and that the comments accurately represent the results of my discussion with him/her.

_____

Signature

_____

Date

If any of the validation activities were improperly conducted, a written report of the problem must be sent to the Maryland State Department of Education, Early Learning Section, within 48 hours of the visit.

For the Validator:

I, _____, as validator for the Early Learning Section, Division of Instruction, Maryland State Department of Education, affirm that all procedures described above were properly completed during this validation visit. I affirm my commitment to maintaining confidentiality regarding all information obtained about this program during the validation visit.

_____

Signature

_____

Date

(This material has been developed to align the Maryland State Department of Education's certification process with the National Academy of Early Childhood Programs' accreditation process.)

APPENDIX E

CORRELATION BETWEEN THE

MSDE PREKINDERGARTEN STANDARDS AND THE NAEYC CRITERIA

CORRELATION BETWEEN THE MSDE PREKINDERGARTEN STANDARDS AND NAEYC CRITERIA

Program Area	MSDE Indicator	NAEYC Criteria
Program Philosophy	1.1.1-1.1.3	D-3
Staff	LSS policy	E-3a, 3b (hiring practices)
	LSS policy	H-2a (health records)
	LSS policy	E-4 (benefits)
	LSS policy	H-2b (new staff)
	LSS policy	E-5a, E-5b (daily performance)
Board of Directors	NA	E-6a, E-6b
Licensing	NA	G-1b
Staff Qualifications	1.2.1 (supervisor)	D-2b
	1.2.5, 1.2.6 (assistant)	D-1b
	1.2.4 (teacher)	D-1c
	1.2.2 (principal)	D-2a
	none	D-1d (school-age child care)
	LSS policy	D-1a, D-5, D-1e
Staff Training	4.1.1-4.1.6	D-4a, D-4b, D-5
Program Policies	1.3.1, 1.3.2 (recruitment)	none
	1.3.3 (teacher-child ratio)	F-1, F-2a
	LSS policy	F-2b (substitutes)
	1.3.4 (attendance)	E-2
	1.3.5 (length of program session)	E-2
	NA	F-3C
	Implied by staffing	F-3a, F-3b (staff continuity)
	1.3.6 (materials and supplies)	none
	1.3.7 (instructional support services)	none
	1.3.10 (age of entry law)	none
Prekindergarten Program Implementation	2.1.1-2.1.5 (curriculum	none
	2.1.6 (planning)	B-2
	2.1.7 (thinking)	B-7c
	2.6.1-2.6.11 (math and science)	B-7c
	2.1.8 (teacher vs. child activity)	B-4e
	2.1.9 (daily schedule)	B-4b, B-4c, B-10
Program Methods	2.3.1-2.3.15 (teaching & learning)	none
	2.3.16	B-9
Questioning	2.4.1-2.4.5 (questioning)	none
Language and Literacy	2.5.1-2.5.13	B-7d, A-3b
Multicultural Activities	2.6.6	B-7h
	none	B-3a (special needs children)
	none	B-5a (multicultural materials)
Technology	2.6.10-2.6.11	none
Psychomotor	2.7.1	B-4a
	2.7.2-2.7.3	B-7c, B-4d
The Arts	2.7.4-2.7.11	B-7g
	none	B-5e (school-age child care)
	NA	B-5b, B-5c, B-5e

Program Area	MSDE Indicator	NAEYC Criteria
Self Concept/Socialization	2.4.5, 2.8.1 (staff regard for children)	A-1, A-9, A-10, A-8a, B-7b
	none	A-7 (sound of environment)
	none	A-8b (emotional development)
	2.8.3-2.8.4 (discipline)	A-6a, A-6b
	2.8.5 (handling conflict)	A-11
	2.8.6 (choices)	B-8
	none	B-7a, B-7b (self-concept)
Health and Safety	2.10.6 (non-toxic materials)	H-18a
	NA	H-15b, H-16B (infants)
	2.10.4 (toileting)	H-17a, H-17c
	2.10.7 (chemicals)	H-20
	2.10.8 (playground)	H-19a, H-19b, G-1b, G-9a, G-9b
	2.10.9 (health and safety)	B-7f
	2.10.10 (health records	H-8, H-3
	2.10.13 (reporting child abuse)	H-9b, H-9a
	none	H-11a, H-10 (first-aid)
	none	H-6 (transportation)
	none	H-14b, H-17 (water)
	2.10.4	H-14a (handwashing)
	none	H-13b, H-16b, NA, H-4 (sick children)
	2.10.12 (departure)	H-5
	none	H-12 (children's dress)
	none	H-13a (clean up)
		H-13b, NA
Home-School Cooperation	3.1.1 (parent orientation)	C-1a, C-1b, C-2
	3.1.2-3.1.4 (parent participation)	C-4a, C-4b
	3.1.5-3.1.6 (communication)	C-3, C-5a, C-5b, C-7
	3.1.7 (training)	none
	3.1.8 (evaluation)	J-2
	2.2.5 (conferences)	C-6
Continuity of Learning: Prekindergarten through First Grade	5.1.1-5.1.11 (kindergarten and first grade)	none
Environment	none	G-1a, G-1b (amount of space)
	2.9.2-2.9.4 (room arrangement)	G-2, G-3
	none	G-5, G-6 (individual/private space)
	2.9.5 (materials)	B-5d,, G-4
	2.9.6-2.9.7 (child-centered)	none
	2.10.1 (adult supervision)	H-7
	2.10.2-2.10.3, 2.10.5 (classroom conditions)	H-15a, H-18a-H-18c, G-7
Accountability/Assessment	5.1.1, 1.2.3 (program evaluation)	J-2, E-1
	2.2.1-2.2.10 (student assessment)	J-3
	none	B-3b (referrals)
	1.3.9 (staff recognition)	none
Comprehensive Programmming	7.1.1-7.1.9	none
Meals	none	I-3 - I-5
Emergencies	LSS policy	H-11b, H-21a, H-21b, H-22a-c

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